DOCUMENT RESUME

ED 079 150 SE 016 538

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TITLE	A Supplementary Program for Environmental Education, Art, Grade 10-12.
INSTITUTION	Project I-C-E, Green Bay, Wis.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	72
NOTE	88p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Art; Behavioral Objectives; *Environmental Education; Fundamental Concepts; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Lesson Plans; *Secondary Grades; *Teaching Guides
IDENTIFIERS	ESEA Title III

ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial art) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE 10-12

1. Drawing
2. Painting
3. Graphics
4. Photography
5. Commercial Art

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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(after Dec. 1, 1972 - 468-7464)

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Robert Kellner, Asst.
George Howlett, EE Sp

SE 016 538

E INSTRUCTION - CURRICULUM - ENVIRONMENT

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Robert Warpinski, Director
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PREFACE

"Oikus" for house is the Greek origin of the term "ecology". studies our house--whatever or wherever it may be. Like an umbr expand or contract to fit many ranges--natural and man-made. We envirorments, our many "houses" if we omit rancor and cite long complexities. Our "oikus" uses the insights of all subjects. T multidisciplinary program like ours necessarily results. Also, a long time, our program ranges K thru 12. The environment mirr values. These values have their origin in the "oikus" of our co minds. Let us become masters of our house by replacing the Gree with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is s to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your studen to adapt or adopt. Limitless chances are here for your exper Many episodes are self contained, some open-minded, still oth developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no gu and no curriculum will work unless viewed in the context of y
4. React to this guide with scratch ideas and notes on the episo
5. After using an episode, fill out the attached evaluation form duplicate, or request more of these forms. Send them singly We sincerely want your reactions or suggestions--negative and evaluations are the key in telling us "what works" and in aid the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all p school districts in CESA 3, 8, and 9. Check the Project ICE Bib resources. Our address and phone number is on this guide's cove or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Av Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process

Affective refers to student attitudes, values, and feelings.

PREFACE

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ACKNOWLEDGEMENTS: The following teachers and consultants participate
of the Supplementary Environmental Education Guide

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John Anderson, Peshtigo
Walter Anderson, Wausaukee
Bonnie Beamer, Coleman
Merlyn Blonde, Shawano
R. A. Dirks, Gillett
Dennis Dobrzenski, White Lake
LeRoy Gerl, Oconto
Karen Grunwald, St. James (L)
William Harper, Lena
Sister Claudette, St. Charles
Ervin Kunesh, Marinette
Kathleen LeBreck, Oconto
P. E. Lewicki, Gillett
Dorothy O'Brien, Wausaukee
Terry Otto, St. John (L)
Arthur Paulson, Oconto Falls
Marie Prochaska, Lena
Christine Proctor, Wausaukee
Arthur Schelk, Suring
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Donald Hale, Winneconne
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Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
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achers and consultants participated in the development
tary Environmental Education Guides:

CESA #8

Anders, Winneconne
rt Becker, Fox Valley (L)
Chriss, Hortonville
Christensen, Winneconne
th Couillard, Hortonville
nd Emerich, Hortonville
Ercegovac, Winneconne
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d Hale, Winneconne
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r Stuvetraa, Oshkosh
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Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

SUGGESTED ART ACTIVITIES FOR

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camoflauge building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics
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18.
19.
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21.

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SUGGESTED ART ACTIVITIES FOR CUTSIDE EXPERIENCES

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& building studies (bridge)

problems

- design piece of furniture
lar stump

studies

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ture - variations of color
r object

from a different point of

studies

ting & dramatics

17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show
21. Mobiles - using found objects.

WINTER - SEASONAL IDEAS

1. Snow sculptures
2. Snowflake patterns
3. Black & white (high contrast) photography
4. What's Happening Under The Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

RE

Films - General

Art and Perception: Learning to See, 16 3/4 min

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primar

Changing Art In a Changing World, 21 min., color

Ideas for Art, 10 min., color, elementary

Look At That!, 10½ min., color, primary/elementa

Sources of Art, 11 min., color, elementary/Jr.-S
B. F. A. Educational Media, 2211 Michigan A

May be available for rental from:
University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

Books - General (to be used in conjunction with e

A Dictionary of Art Terms and Techniques, Mayer
York, 1969.

The Art of Color and Design, Graves Maitland E.,

Mayer, Ralph, The Artist's Handbook of Materials
New York.

Maurello S. Ralph, Commercial Art Techniques, Tu

Menesini, Mario M., The Environmental School, Edu
Orinda, California, 1970.

REFERENCES

ing to See, 16 3/4 min., color, elementary/Jr.-Sr. high

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1 min., color, primary/elementary

World, 21 min., color, elementary/Jr.-Sr. high

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edia, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

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nd Techniques, Mayer Ralph, Thomas Y. Crowel Co., New

, Graves Maitland E., McGraw-Hill Book Co., New York.

Handbook of Materials and Techniques, 3rd ed., Viking Press,

al Art Techniques, Tudor Pub. Co., New York, 1952.

ironmental School, Educational Consulting Service,

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Subject Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Each student should be able to draw an action sketch illustrating a pressure force or thrust and to complete its background with lines emphasizing the action. Affective: Students will show an awareness of the changes which pressure makes in the environment. Skills to be Learned cil & Pen Sketching	I. Student-Centered in class activity A. Discuss & illustrate on blackboard "thrust" or pressure in nature. 1. Paint thrust (shoulder punch) 2. Centripetal (ripples) 3. Swelling (blowing balloons) B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.

organisms interact	Discipline Area	Art
es and their	Subject	Drawing
orming an intricate	Problem Orientation	Awareness of Environmental Thrust — Grade 9-12
ecosystem.		

CTIVES	SUGGESTED LEARNING EXPERIENCES	
ident draw ssure d to round zing s will of the sure onment.	I. Student-Centered in class activity A. Discuss & illustrate on blackboard "thrust" or pressure in nature. 1. Paint thrust (shoulder punch) 2. Centripetal (ripples) 3. Swelling (blowing balloons) B. Using the action pictures, make pencil sketches illustrating thrust and add a background of lines emphasizing and completing the composition in ink as one of action in the movement of air.	II. Outside Resource and Community Activities A. Using magazines, students will research action pictures illustrating thrust.
ed ing		

Resource and Reference Materials	Continued and Additional Su
Publications: Space, Form & Vision, Graham Collier, Prentice Hall Arts & Activities, April '72	
Audio-Visual: "Rhythm & Movement in Art" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipl Subject Problem

BEHAVIORAL OBJECTIVES	SUGG
Cognitive: Each student should know the technique of texture rubbing and be able to simulate various textures themselves. Affective: The student should acquaint himself with tactile perceptions and respond to the importance of surface textures.	I. Student-Centered activity A. Show filmstrip on back of shee B. Have students m of rubbings and of them togethe sheet of paper. C. Select three of in order of vis most intense to value and unobt texture. D. Using a rectang divide into thr and in the divi simulate the th using ink and p sponge, dry bru
Skills to be Learned Technique of making rubbings with black crayons Texture simulation with ink and assorted tools	

ing organisms interact

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t, forming an intricate

d an ecosystem.

Discipline Area Art

Subject Drawing

Problem Orientation Tactile Perception Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
h student e technique bing and be te various elves. student t himself erceptions the surface	I. Student-Centered in class activity A. Show filmstrip suggested on back of sheet. B. Have students make a number of rubbings and mount all of them together on a large sheet of paper. C. Select three of the rubbings in order of visual dominance - most intense texture, middle value and unobtrusive texture. D. Using a rectangular paper, divide into three spaces, and in the divisions simulate the three textures using ink and pen, wood, sponge, dry brush, etc.	II. Outside Resource and Community Activities A. Suggest the following as possible sources for rubbings: Wood, metal, rocks, plastic, concrete, textiles, bricks, leaves, skin, or any surface which excites the eye and imaginatively activates the touch sense. B. Have them make as many rubbings as possible, both indoors and out.
earned aking black tion with ted tools		

Resource and Reference Materials	Continued a
Publications: Form, Space & Vision, Graham Collier, Prentice Hall Rubbings of Mars Sculpture, Arts 42:53 Nov. '67	
Audio-Visual: Series on Environmental Awareness, Kt 16, I-C-E RMC Tactile & Visual Texture, B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
Community:	

rials	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Ar Subject Dr Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Each student must recognize characteristics of texture and make a composition of textured areas using magnified skin as a preliminary sketch. Affective: Students will be alert to the interactions in all things.	I. Student-Centered in class activity A. Students use a magnifyin glass to examine the backs of their hands and fingers, and make severa enlarged sketches. B. Using the resource sketc the students shall make texture drawings of the enlarged areas of skin. They will texture them a form a composition which will balance in line, color and weight.
Skills to be Learned Sketching Composing a textured composition	

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Discipline Area Art

Subject Drawing

Problem Orientation Observation Grade 9-12

ES	SUGGESTED LEARNING EXPERIENCES	
c eristics d il ctions	I. Student-Centered in class activity A. Students use a magnifying glass to examine the backs of their hands and fingers, and make several enlarged sketches. B. Using the resource sketches the students shall make texture drawings of the enlarged areas of skin. They will texture them and form a composition which will balance in line, color and weight.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued an
Publications: "Design of Images", Architectural Design, 39:179 April '69 "Design for Eye & Mind", Industrial Design, 16:68-9, Sept. '69	
Audio-Visual: "Discovering Texture" "What is Texture" "Texture Techniques" B.F.A. Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404	
Community:	

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipli Subject Problem

BEHAVIORAL OBJECTIVES	SUGGE
Cognitive: The student should know the techniques of drawing and shading and be able to draw a wood form, shading the depressed areas and continuing the contour line to a finished drawing. Affective: Students will become more conscious of line contour as an artistic element.	I. Student-Centere activity A. Make large ch of wood forms contour line sweeping rhyt movement.
Skills to be Learned Observation Awareness Control and ability to train the hand and eye to work together	

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Discipline Area Art

Subject Drawing

Problem Orientation Awareness of Line Grade 9-12

hould	SUGGESTED LEARNING EXPERIENCES	
be , eas ur ng. tic	I. Student-Centered in class activity A. Make large charcoal drawings of wood forms, using the contour line to produce a sweeping rhythm of arm movement.	II. Outside Resource and Community Activities A. Pieces of driftwood (If not available, use tree branches or pictures of wood forms).

Resource and Reference Materials	Continued and Additio
Publications: Space, Form & Vision, Graham Collier, Prentice Hall Drawing, A Search for Form, Mugnaini, Joseph & Lovoos, Janis	
Audio-Visual: Introduction to Contour Drawing, B.F.A. Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404	
Community:	

ued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-3 Project I-C-

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Subject Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: Each student will translate the structure of the natural object he has chosen and make a design based on an analysis of that structure. Affective: Students will show an awareness of form which is entirely dependent on structure.	I. Student-Centered in class activity A. Show filmstrips to class. B. Discuss looking carefully and deciding what makes a particular object interestin to look at. C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.
Skills to be Learned Organization of a surface design Development of ability to make a drawing on the basis of observation and analysis	

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Discipline Area Art

Subject Drawing

Problem Orientation Awareness Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Show filmstrips to class.
   B. Discuss looking carefully and deciding what makes a particular object interesting to look at.
   C. Select a pattern from one of these objects and draw a simple design using the pattern as a theme.

II. Outside Resource and Community Activities
   A. Collect natural objects brought in by class.
      Suggest: fruit, weed pods, sea shells and vegetables.

Resource and Reference Materials	Continued and Addition
Publications: Art: of Wonder & a World, Jean Mary Morman What is a Designer: Education & Practice, Design, 253:117 Jan. '70 Pattern Language, Architectural Forum 132:52-9 Jan. '70 Audio-Visual: "Line as Structure, Texture, and Pattern", B.F.A 2211 Michigan Ave. Santa Monica, Calif. 90404 "Discovering Creative Pattern", B.F.A. "Pattern" FA 106 I-C-E RMC Community:	

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Art

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Problem Orientation De

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Student should know the techniques involved in producing depth in a line drawing. i.e. Make some lines thick, make some lines short and vary the lines - thickness and height. Affective: Students should become more conscious of the vast range of things within the universe.	I. Student-Centered in class activity A. Make a series of rapid twig notes of expressive line quality. B. Make 20 notes (out-of-doors and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings. C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.
Skills to be Learned Rapid sketching techniques Line drawing in 2 dimensional space in vertical & lateral directions	

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Discipline Area Art

Subject Drawing

Problem Orientation Space Sensitivity & Depth Perception Grade 9-12

ES	SUGGESTED LEARNING EXPERIENCES	
ld volved line lines s - uld f the thin	I. Student-Centered in class activity A. Make a series of rapid twig notes of expressive line quality. B. Make 20 notes (out-of-doors) and indicate the wide range of vertical-line space divisions that can be extracted from tree groupings. C. Discussion in class as to the significant conclusions that are to be drawn from the notations of tree groupings.	II. Outside Resource and Community Activities A. A field trip taking pencils/ball point pens and sketch books, for swift statements of appearances and remembered statement of facts. Keep drawings for reference.
ques sional teral		

Resource and Reference Materials	Continued and Additional
Publications: Form, Space & Space, Graham Collier, Prentice Hall Design in Nature, Vivian Guyler, Davis Publications, Worcester, Mass. Audio-Visual: Line & Space Introduction to Drawing Materials Both available from: B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404 Community:	

ued and Additional Suggested Learning Experiences

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CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline

Subject

Problem Or

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: Each student should be able to recognize three types of air masses and to draw one kind in a pastel composition. Affective: Students will show an awareness of the need for clean air.	I. Student-Centered in c activity A. See movie; Air Poll Take a Deep & Deadl B. Using pastel, make landscapes using a mation as the key t composition. C. Class to make free native drawings of air formations, smo vapor, steam, smog- form is moving and stantly changing.
Skills to be Learned Research skills Drawing & painting skills	

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energy in their food.

Discipline Area Art

Subject Drawing & Painting

Problem Orientation Awareness of Air Masses Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ch student to recognize air masses e kind in a tion. udents will show f the need for	I. Student-Centered in class activity A. See movie; "Air Pollution: Take a Deep & Deadly Breath." B. Using pastel, make imaginative landscapes using a cloud formation as the key to the composition. C. Class to make free imaginative drawings of space, air formations, smoke, vapor, steam, smog--where form is moving and constantly changing.	II. Outside Resource and Community Activities A. Sketches made by students of clouds.
arned s ting skills		

Resource and Reference Materials	Continued and Additional Su
Publications: Landscape Painting, J. Hayes, Connoisseur, 173:17-24, January, 1970 Possibilities of Drawing, Art Forum, 8:50-5, October, 1969 Audio-Visual: Seeing Trees & Clouds, series of 4 films, B. F. A. Educational Media 2211 Michigan Avenue Santa Monica, Calif. Community:	

terials	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.	Discipli Subject Problem C
BEHAVIORAL OBJECTIVES	SUGGES
Cognitive: Students will be able to recognize cloud masses and to sketch three types of formations; ie. cirrus, cumulus, strato, numbus. Affective: Each student will be sensitive to and appreciate the need for clean air.	I. Student-Centered in activity A. Drawings of the s made by the stude the outdoor sketc various media. 1. Charcoal 2. Ink wash 3. Water color 4. Pastel B. Student will disc pheric conditions to an adequate su air and the impor has in everyone's
Skills to be Learned Recognition of atmospheric conditions, types of clouds, pollutants, and to learn how to draw accurately and to reproduce imaginatively atmospheric conditions on paper.	

ply of clean air is

most organisms depend

respiration, to

in their food.

Discipline Area Art

Subject Drawing

Problem Orientation Clean Air Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
will be oud three ie. ato, ient and for	I. Student-Centered in class activity A. Drawings of the sky will be made by the students using the outdoor sketches--use various media. 1. Charcoal 2. Ink wash 3. Water color 4. Pastel B. Student will discuss atmospheric conditions pertaining to an adequate supply of clean air and the importance it has in everyone's life.	II. Outside Resource and Community Activities A. Class will meet outside to sketch the sky during various atmospheric conditions. B. Field trip to the weather bureau.
spheric clouds, earn how nd to ely as on		

Resource and Reference Materials	Continued and Additional Suggest
Publications: Drawing, British Journal of Aesthetics, 10:84-5, January, 1970 Watercoloring: Beyond Rendering, American Artist 33:72-4, December, 1969 Sketching from Life: Robert Weaver Shows How, American Artist, 34:62-7 May, 1970	
Audio-Visual: Seeing Trees and Clouds, series of four films, B. F. A. Educational Media	
Community:	

	Continued and Additional Suggested Learning Experiences
0 , er -7 of Media	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline

Subject

Problem Ori

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: Given comparative geographic conditions, the student will draw a picture illustrating the natural area of his choice. Affective: By observation and discussing natural resources the student will develop an appreciation and respect for the natural areas of the earth. Skills to be Learned 1. Landscape drawing 2. One paint & color perspective	I. Student-Centered in activity A. Discuss the varie of natural areas in the immediate B. Break into groups compare by discus how geographical location has affe individuals. Hav students sketch t surrounding area illustrate how th region has influe their lives. C. Show movie D. Show film strip o area E. Go outside to ske F. Compile a file of of natural areas clipping magazine during a class pe

ces are not equally

he earth or over

ffect the

ons and quality

Discipline Area Art

Subject Drawing

Problem Orientation Natural Area Grade 9-12

	SUGGESTED LEARNING EXPERIENCES	
c t ral ation l ciation atural	I. Student-Centered in class activity A. Discuss the variety of natural areas found in the immediate vicinity B. Break into groups to compare by discussion how geographical location has affected individuals. Have students sketch their surrounding area to illustrate how this region has influenced their lives. C. Show movie D. Show film strip on Natural area E. Go outside to sketch F. Compile a file of pictures of natural areas by clipping magazine pictures during a class period.	II. Outside Resource and Community Activities

Resource and Reference Materials Continued and Addi

Publications:
National Geographic Magazines
Arizona Highways
Canadian Magazine
Landscape Drawing, J. Hayes
Connoisseur 173:17-24 Ja'70

Audio-Visual:
Kellogg Public Library films
Alaska 49th State
Continent of Africa
Forest Murmurs
Hawaii 50th State
Heritage of Splendor

Community:
Contact the university.
Community Outreach
Robert S. Cook, director
LS-407 Main Campus

ntinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Area Subject Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: Each student should be able to make a drawing simulating one or more types of rock formation. Affective: Students will show an awareness of the variety of rock formations in the earth structure. Skills to be Learned Organization of a surface Imaginative problem of surface design Use of pencils	I. Student-Centered in class activity A. Class should make a drawing of strange or fantastic rock surfaces 1. Cliff 2. Free standing 3. Composed of planes 4. Curved surfaces 5. Stratified horizonta 6. Vertical 7. Both directions

e not

the earth

affect

s and

Discipline Area Art

Subject Drawing

Problem Orientation Awareness Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Class should make a drawing of strange or fantastic rock surfaces.
      1. Cliff
      2. Free standing
      3. Composed of planes
      4. Curved surfaces
      5. Stratified horizontally
      6. Vertical
      7. Both directions

II. Outside Resource and Community Activities
   A. Rocks collected on a field trip or brought to class by students
   B. Pictures of rock formations in National Geographic magazines or books on geology.

Resource and Reference Materials	Continued and Additional Suggested
Publications: Form Space & Vision, GrahamCollier Prentice Hall Sketching from Life: Robert Weaver Shows How, American Artist 34:6?-7 May '70 Audio-Visual: Introduction to Drawing Materials BFA Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404 Community:	

ials	Continued and Additional Suggested Learning Experiences
ollier	
rials	

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area ___
Subject ___
Problem Orientation
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Students will discuss cleanup problems associated with increased leisure time activities and population density. Affective: Students perceive that attention-getting devices (if available in sufficient quantity) do help control man-made litter. Skills to be Learned Advertising layout Poster design Lettering (Gothic and/or stylized)	I. Student-Centered in class activity A. Advertising layout 1. Student selects the idea projection from outside resource column. 2. Student lays out a poster with appropriate slogan & illustration. 3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.

ch as facilitating trans-

nomic conditions, popula-

nd increased leisure time

nfluence on changes in land
s of population density.

Discipline Area Art

Subject Drawing

Problem Orientation Design for Cleanup Control

Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
lents will problems increased ivities ensity. ents perceive etting devices sufficient o control rned out ic and/or ized)	I. Student-Centered in class activity A. Advertising layout 1. Student selects the idea projection from outside resource column. 2. Student lays out a poster with appropriate slogan & illustration. 3. Suggests where it may be used & how. Completed posters may be used as a display on ecology.	II. Cutside Resource and Community Activities A. Consider community activities in which the students have had experience with (i.e. football & basketball games, swimming & camping, shopping at holiday time and in shopping centers, others which students may suggest) B. Consider how clean-up controls succeeded or failed. C. Bring examples of litter bags, pictures of unique containers for refuse. D. Bring examples of attention drawing posters which have been effective in problem control such as "Smoky the Bear," "Feed the Cans at McDonald's," etc.

Resource and Reference Materials	Continued and Add
Publications: Power to the Poster, American Artist, 34:33-41, May '70 Drawing, British Journal of Aesthetics, 10:84-5, Jan. '70 Where the Medium Lets Down the Message, Design No. 250: 49-53, Oct. '69 Audio-Visual: "Poster," BFA Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404 Community:	

ls	Continued and Additional Suggested Learning Experiences
Artist, sthetics, Message, a 90404	

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Dis Sub Pro

BEHAVIORAL OBJECTIVES	
Cognitive: Students will discuss and determine implications of the dependency our society has on the material. They will also discuss and determine the implications of the demands made on his resources because of materialism. Affective: After this discussion, the class will be conscious of what material things should be advertised, as they are necessary for human activity.	I. Student- activity A. Studen item necess B. Studen poste item. C. Poste lette which theme.
Skills to be Learned Poster layout Basic lettering Developing ideas	

8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Art

Subject Drawing

Problem Orientation Advertisements Grade 9-12

CHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
itive: Students will uss and determine ications of the ndency our society has he material. They also discuss and rmine the implications of demands made on his urces because of rialism. ctive: After this ussion, the class will onscious of what rial things should be rtised, as they are ssary for human vity.	I. Student-Centered in class activity A. Students should choose an item or product that is necessary to life. B. Student should work out a poster advertising this item. C. Posters should include lettering and main body which pictorially explains theme.	II. Outside Resource and Community Activities A. Current magazines can be scanned for advertisements. B. Advertisements can be placed in groups relating to its cultural, economic, social or political value. C. Is this article or product necessary to my life? This should be the students next concern.
ls to be Learned r layout lettering ping ideas		

Resource and Reference Materials	Continued and Additional Sugges
Publications: "Contemporary Colleges", Murray Zucker, Interiors, 129:72 May '70 "Posters should be for people: British poster design awards" Design, No. 256:18-23 April '70 "Power to the Poster", American Artist, 34:33-41, May '70	
Audio-Visual: "Poster" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
Community:	

ials	Continued and Additional Suggested Learning Experiences
ey " '70 an	

CONCEPT	9. Man has the ability to manage, manipulate, and change his environment.	Discipline Area Art Subject Drawing Aes Problem Orientation Lan

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
Cognitive: The student will recognize characteristics of and discuss: A. Density of street trees B. General appearance of tree trunks C. General appearance of street trees compared with those in yards or parks. Affective: After the discussion, the student will plan a field trip on which they will sketch as many things as possible which were discussed.	I. Student-Centered in class activity A. Discussion of various aspects and characteristics of trees. B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.	II. Outs Commu A. Fi sk pa B. Di 1. 2.
Skills to be Learned Drawing trees Landscape drawing Possibly one and two point perspective.		

ability to manage,

change his

Discipline Area Art

Subject Drawing

Problem Orientation Aesthetic Landscaping Grade 9-12

IVES	SUGGESTED LEARNING EXPERIENCES	
ent acter- ss: t trees ce of ce of pared rds or e dent rip sketch dis-	I. Student-Centered in class activity A. Discussion of various aspects and characteristics of trees. B. Using the sketches done outside, the class will draw a picture of a street with trees spaced for individual growth.	II. Outside Resource and Community Activities A. Field trip to observe and sketch street trees, trees in parks, yards, etc. B. Discussion 1. What is aesthetically pleasing or displeasing about the environment? 2. Why are certain natural environments considered more beautiful than others.
i		
o		

Resource and Reference Materials	Continued and Additional Sugges
Publications: Drawing, British Journal of Aesthetics, 10:84-5, Jan. '70 Outdoor Sketching in Miniature, American Artist, 33:48-9, Summer '69 Urban Landscape Design, Eckba Garden Cities of Tomorrow, Howard Design with Nature, McHarg Audio-Visual: Seeing Trees and Clouds, (4 film-strips), BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404 Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Painti

Problem Orientation Sur

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
Cognitive: The student applies watercolor techniques in planning a picture illustrating the effect sunlight has on environment. Affective: After this study, the student will be sensitive to the world around him and understand the importance of the sun in his life.	I. Student-Centered in class activity A. View a movie on watercolor technique. B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight. C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow). D. Complete one watercolor painting.
Skills to be Learned Watercolor wash 1. Skill in mixing colors and applying them 2. Steps in technique of this media	

e sun, the basic
rgy, is converted
tosynthesis into a
hings can use for

Discipline Area Art

Subject Painting

Problem Orientation Sunlight Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
nt echniques e ect ronment. ; study, sensitive im and tance of	I. Student-Centered in class activity A. View a movie on watercolor technique. B. Several class periods spent in sketching and observing the effect the sun has on city and country life and seasonal changes brought on by more sunlight. C. Make several rapid watercolor washes to simulate the sunlight under various conditions, such as early spring, late afternoon (sunset) or after a rain (rainbow). D. Complete one watercolor painting.	II. Outside Resource and Community Activities
olors n ue of		

Resource and Reference Materials	Continued and Additional Sugge
Publications: Creative Color, Birren, Farber A Sense of Wonder, Carson, Rachel Audio-Visual: "Modern Art - Renoir" FS 21 I-C-E RMC Community: View outdoors at various times of day	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area A Subject E Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: Each student will be able to paint a watercolor picture using a landscape study made outside. Affective: Students will show an awareness of the environment through the study and painting of a landscape.	I. Student-Centered in class activity A. The class will see "Colors in Nature" a part of "Environmental Awareness" series. B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.
Skills to be Learned Control of watercolor A. Wash (large areas) B. Dry brush (detail) C. Care & knowledge of tools involved in the use of watercolor.	

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an intricate

stem.

Discipline Area Art

Subject Painting

Problem Orientation Aesthetic Awareness Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. The class will see "Colors in Nature" a part of "Environmental Awareness" series. B. A composition will be sketched and painted of a landscape containing trees in foreground and the sky.	II. Outside Resource and Community Activities A. The students will take sketch books and go outside either as individuals or a group and sketch various landscapes, noting types and position of trees, horizon and colors.

Resource and Reference Materials	Continued and Additional Sugge
Publications: Painting Trees, Pitman American Tradition in Painting, McCourbey, John W.	
Audio-Visual: "Seeing Trees & Clouds" BFA Educational Media 2211 Michigan Avenue Santa Monica, Calif. 90404 "Color" FA 101 I-C-3 RMC	
Community:	

	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.	Discipline Area	Art
		Subject	Painti Aest
		Problem Orientation	Aware

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: Each student should be able to reproduce a still life composed of at least one natural object and background in water color. Affective: Students will show an awareness of the ecosystem through studying and painting.	I. Student-Centered in class activity A. The class will see the filmstrip on "Environmental Awareness". B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail. C. The chosen objects will be arranged in a suitable composition for painting. D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.
Skills to be Learned Control of watercolor A. Wash B. Dry brush C. Care and knowledge of tood involved in the use of the media	

II.

organisms interact	Discipline Area	Art
ves and their	Subject	Painting
forming an intricate	Problem Orientation	Aesthetic Awareness Grade 9-12
n ecosystem.		

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
tudent life ast c and er color. ts will of the studying	I. Student-Centered in class activity A. The class will see the filmstrip on "Environmental Awareness". B. The students will go out into their community either as a group or as individuals and bring back a natural object which will then be studied in detail. C. The chosen objects will be arranged in a suitable composition for painting. D. A wash background simulating natural texture and the still life composition will be painted in a painting medium.	II. Outside Resource and Community Activities A. Take a field trip to a wildlife sanctuary or any natural environment (woods, lakes, field, stream) to study nature, its movement, color and composition.
hed olor ledge ved in a media		

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications: American Tradition in Painting, McCourbey, John W. Design With Nature, McHarg, Ian A Way of Seeing, Leavitt, Helen Audio-Visual: Environmental Awareness Series I-C-E RMC Community:	

ls	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Art

Subject Painting

Problem Orientation Air Po

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: After observation and discussion, the student will be able to produce a water color painting simulating atmospheric and land conditions resulting from polluted air. Affective: The student will show an awareness of a polluted environment.	I. Student-Centered in class activity A. Have class make wash paintings of sky and grass. B. Controlling the medium, add black or orange to grey the blue near the horizon. C. Grey the green as the sky--use red with green. D. After the background is dry, add details of students' choice in dry brush.
Skills to be Learned Control of watercolor wash Study of color value and intensity through use of complimentary or black.	

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of clean air is

organisms depend

piration, to

their food.

Discipline Area Art

Subject Painting

Problem Orientation Air Pollution Grade 9-12

S	SUGGESTED LEARNING EXPERIENCES	
he s- ns air. will ol-	I. Student-Centered in class activity A. Have class make wash paintings of sky and grass. B. Controlling the medium, add black or orange to grey the blue near the horizon. C. Grey the green as the sky--use red with green. D. After the background is dry, add details of students' choice in dry brush.	II. Outside Resource and Community Activities A. A ride in the community noting air and land problems--Discuss. B. Drive to the coal dock and river to note effect on environment.
ash d		

Resource and Reference Materials	Continued and Additional
Publications: Arthur J. Barbour believes in a Design Plan, American Artist, 34:66-7, February, 1970 Progress Toward Color Coordination, RIBA Journal, 76:491, November, 1969	
Audio-Visual: Awareness in the City, Environmental Awareness, filmstrip, I-C-E RMC	
Community:	

ference Materials	Continued and Additional Suggested Learning Experiences
ur believes in a rican Artist, y, 1970 Color Coordination, :491, November, 1969	
e City, Environmental trip, I-C-E RMC	

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Subject Problem Ori

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: Following research and discussion, the student will employ experimental techniques to show the beginning stages of painting. Affective: The student will appreciate the sophisticated materials available to today's craftsman compared to early painting. Skills to be Learned 1. Skill in developing pre-historic painting techniques. 2. Skill in mixing pigment from natural materials	I. Student-Centered in activity A. Begin with a stud discussion of pre historic & cavema ings. Show slide 1. Discuss what t paint they use they mixed the 2. Discuss types they used & ho made them. B. Experience in mix own paints from n materials & brush C. Bring in a flat s make a painting o ilar to caveman p

resources are not equally

over the earth or over

eatly affect the

conditions and quality

Discipline Area Art

Subject Painting

Problem Orientation Use of Natural Resources for Painting Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
owing research he student rimental ow the of paint-	I. Student-Centered in class activity A. Begin with a study & discussion of pre-historic & caveman paintings. Show slides 1. Discuss what types of paint they used & how they mixed them. 2. Discuss types of brushes they used & how they made them. B. Experience in mixing your own paints from natural materials & brushes too. C. Bring in a flat stone to make a painting on similar to caveman paintings.	II. Outside Resource and Community Activities A. Do research in the library on pre-historic painting & subject matter used. B. Collect natural products for use in developing, painting materials.
tudent will ophisticated ble to n compared g.		
rned loping ainting		
ng pigment materials		

Resource and Reference Materials	Continued and Additional Suc
The Artists Handbook of Materials & Techniques, Ralph Mayer 3rd ed. Viking Press Antiquity of The Art of Painting Renaissance Quarterly 23 no. 2: 17 6-7 Summer '70 Audio-Visual: Painting the Creative Rrocess BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404 Community:	

rials erials	Continued and Additional Suggested Learning Experiences
nting 2: ss	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
C	9. Man has the ability to manage,	Discipline Area Art
O		
N	manipulate, and change his	Subject Soil
C		
E	environment.	Problem Orientation I
P		
T		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	
Cognitive: The student should know the techniques of soil painting and produce a sand painting depicting land management. Affective: The student will show an awareness of the many types of soil and of some types of management.	I. Student-Centered in class activity A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types. B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.	II. Outs Commu
Skills to be Learned Preparing soil for use in sand painting Composing a well-organized and managed area (such as a park or city section)		

y to manage,

e his

Discipline Area Art

Subject Soil painting

Problem Orientation Land use Grade 9-12

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Students plan individually the particular scene they wish to paint depicting a managed or manipulated environment. Through class effort, samples of area soils can be collected. Consider colors as well as types. B. Using diluted white glue and brushes, paint an area on cardboard and sprinkle with soil as in plan. During the time allotted a picture of managed land will be produced. After drying it may be sprayed with shellac and mounted.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
Publications: Garden Cities of Tomorrow, Howard, Ebenzer, Cambridge Mass, M.I.T. Press, '65	
Audio-Visual: Survey of American Painting, Nat. Gallery of Art, Extension Services, Washington, D.C. 20565 FS31 America's Arts & Skills, Part VI The Timeless Southwest, I-C-E RMC	
Community: Quarries, gardens, gravel pits, beaches Sand pits	

Materials	Continued and Additional Suggested Learning Experiences
ow, Howard, , M.I.T.	
ting, Nat. on Services,	
kills,	
I-C-E RMC	
l pits,	

ESEA Title III -59-70-0135-2 Project I-C-E

CONCEPT: 10. Short-term economic gains may produce long-term environmental losses.

Discipline Area: Art

Subject: Painti
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Problem Orientation: envi
losse

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
Cognitive: The student will discuss beauty in nature. He will comprehend the significance of beauty as an aesthetic value which stands out against pollution. Affective: The student will be conscious of the fact that environmental factors such as air, water and land are beautiful in themselves and must be preserved.	I. Student-Centered in class activity A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.
Skills to be Learned Study of color Handling of water color wash Care of equipment	

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C. Fil
D. Boo
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m environmental

Discipline Area Art

Subject Painting

Problem Orientation Awareness of environmental losses

Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
dent ty in ompre- ance nich udent of ron- h as d are elves ved.	I. Student-Centered in class activity A. A simple landscape may be sketched on water color paper and the colors of the region chosen can be painted. The sky and ground washed in. Trees roughed in and details worked in as the painting progresses.	II. Outside Resource and Community Activities A. Discussion of the Impressionists' interest in light and how they produce a feeling of movement in water, atmospheric changes and sunshine. B. Slides of Impressionist paintings C. Filmstrip on color D. Books of Impressionist paintings and artists.
ed color		

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: Landscape Drawing, J. Hayes Connoisseur, 173:17-24, Jan. '70 Fine Arts Publications-Series II FA Impressionism, Vol. 5, No. 1, 201 1963, I-C-E RMC Audio-Visual: "Seeing Trees and Clouds," Series of 4 filmstrips, BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif.90404 Painting and Drawing with Expression, BFA Impressionism, BFA	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Graphics

Problem Orientation Sun E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE
Cognitive: The student will produce a print using linoleum. The print will be an abstract interpretation of the theme of sun energy or sun symbolism. Affective: The student will perceive that the sun is the source of all energy and demonstrate this by symbolizing the sun.	I. Student-Centered in class activity A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history. B. Show movie, "Quetzalcoatl", and then discuss. C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific. D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead. (cont.)
Skills to be Learned Observation skills Library skills Skills in developing ideas Skill in printing techniques Neatness Self-evaluation Evaluation of other work Originality	

asic Discipline Area Art

erted Subject Graphics

into a Problem Orientation Sun Energy Grade 9-12

e for

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Begin this project with a question, "What does the sun mean to you?" List some of the things that the sun means to you. Discuss its meaning and symbolism and lead into the many ways that it has been symbolized in art throughout history.

B. Show movie, "Quetzalcoatl", and then discuss.

C. Show movie, "Sun's Energy". After discussion of the movie, compare the two. One is about the legend of the sun and the other is scientific.

D. Show slides of the sun and show its interpretations in art history and relate this to the project. Make drawings of some symbols that you find so they can be shared in class, possibly by being shown on an opaque projector or overhead.

(cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Addtional Sugg
Publications: Watson, Ernest W., "Linoleum Block Printing", Springfield, Mass., Milton Bradley Co., 1929 Heller, Jules, "Printmaking Today", New York, Holt, Rinehart & Winston, Inc. 1972 Perry, Raymond W. "Block Printing Craft", Peoria, Ill., The Manual Arts Press, 1938 110 Th Energy Sources, (Student manual & teacher's guide) I-C-E RMC Audio-Visual: "Quetzalcoatl" 16 mm film. Aztec legend with artifacts animated to tell how the sun brought life to the people. "Sun's Energy", #6949 BAVI "Basic Reproduction Process in the Graphic Arts", BAVI Community:	I. (cont.) E. Explain the project, d printing from beginnin F. Students work on print G. Critique project.

s	Continued and Addtional Suggested Learning Experiences
ck y", ton, g l fe he	I. (cont.) E. Explain the project, demonstrate linoleum block printing from beginning to end. F. Students work on prints. G. Critique project.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Ar

Subject Gr

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will prepare a collagraph print to illustrate the basic theme that man has altered the balance of nature. Affective: The student will show an awareness of the ecosystem by creating a print that demonstrates man's important role in changing the balance of nature.	I. Student-Centered in class activity A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balanc of nature? Comprise a list things included in the balance of nature. B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and ta some of your own. Briefly discuss some of the researc that was done, and begin th students' thinking of ideas a print by explaining colla graph printing. C. Demonstrate how to organize & prepare a plate for print Show inking & printing. D. Show examples of collagraph printing. E. Have students make a print. F. Critique the finished proje
Skills to be Learned Library skills Observation Developing ideas Printing Neatness Self-evaluation	

interact

ir

intricate

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Discipline Area Art

Subject Graphics

Problem Orientation Life cycle and Balance of Nature Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Begin the project with a problem for the student. Analyze the life cycle and the balance of nature. How has man affected the balance of nature? Comprise a list of things included in the balance of nature.

B. Make a list of some of the ways that man has altered the balance of nature - possibly using historical background, and especially in your own geographic location. Find photos of some of these things and take some of your own. Briefly discuss some of the research that was done, and begin the students' thinking of ideas for a print by explaining collagraph printing.

C. Demonstrate how to organize & prepare a plate for printing. Show inking & printing.

D. Show examples of collagraph printing.

E. Have students make a print.

F. Critique the finished project.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional S
Publications: Heller, Jules, Printmaking Today, Holt, Rinehart & Winston, Inc. 1972 Andrews, Michael F., Creative Printmaking, Englewood Cliffs, New Jersey, 1964	
Audio-Visual: Conservation & The Balance of Nature BAVI	
Community: Local site visits Contact Historical Society	

tinued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 4. An adequate supply of pure water is essential for life.

Discipline Area

Subject

Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: After observation of wildlife in and about a freshwater source, child makes collage demonstrating his understanding of life on an adequate supply of pure water. Affective: Student will show an awareness of the collage as an art form and will develop an attitude toward an observed situation.	I. Student-Centered in class activity A. The class will clip out of magazines pictures relatin to nature and the importan of water. B. Each student will compose collage about some animal bird that was seen utilizi the water source. Effects the adequate supply of pur water should be clearly communicated.
Skills to be Learned Composition of a collage Research skills Skills of observation	

ite supply of pure

sential for life.

Discipline Area Art

Subject Collage

Problem Crientation Pure Water Grade 9-12

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
fter obser- dlife in and water source, ollage demon- nderstanding adequate supply . tudent will ness of the art form and n attitude toward ituation.	I. Student-Centered in class activity A. The class will clip out of magazines pictures relating to nature and the importance of water. B. Each student will compose a collage about some animal or bird that was seen utilizing the water source. Effects of the adequate supply of pure water should be clearly communicated.	II. Outside Resource and Community Activities A. A field trip to the local wildlife refuge may be arranged. B. Make sketches of the birds and animals observed around the water source.
Learned of a collage lls servation		

Resource and Reference Materials	Continued and Additional Sugges
Publications: Contemporary Collages by Murray Zucker, Interiors, 129:72, May, 1970 "Conserving Our Waters & Cleaning the Air", teacher guide and student manual, I-C-E RMC	
Audio-Visual:	
Community:	

rials	Continued and Additional Suggested Learning Experiences
rray ay, 1970 eaning student	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Area Art Subject Grap Ne Problem Orientation na so

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
Cognitive: The student will collect natural materials and translate them to use as the pigment in a mono print. Affective: The student will appreciate the fact, and understand that various art pigments can be derived from many natural resources and that all pigments are the product of natural resources.	I. Student-Centered in class activity A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use. 1. Weeds 2. Vegetables, etc. B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques. C. The student will produce colors and make a print. D. The student will comprise a list of materials used and will share his knowledge with the class. E. Critique projects.	II. Outs Commu A. The on the pr B. Di ex si
Skills to be Learned Observational skills Library skills Skill in developing ideas Originality Printing techniques Neatness Self-evaluation Evaluation of other work		

l resources are not equally
ed over the earth or over
greatly affect the geographic
s and quality of life.

Discipline Area Art

Subject Graphics (mono print)

Problem Orientation Necessity of natural resources

Grade 9-12

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
e student natural trans- use as n a mono e student te the erstand art be derived ural that all the pro- al re-	I. Student-Centered in class activity A. The project will begin with an explanation of mono printing and how natural materials are going to be used in this print. Give examples to use. 1. Weeds 2. Vegetables, etc. B. The teacher will demonstrate how to produce color from a few natural materials and will demonstrate printing techniques. C. The student will produce colors and make a print. D. The student will comprise a list of materials used and will share his knowledge with the class. E. Critique projects.	II. Outside Resource and Community Activity A. The student will do research on color pigments and where they come from and how they are produced. B. Direct the student to begin exploring for materials outside of class.
Learned skills s loping ideas niques on other work		

Resource and Reference Materials	Continued and Additional Sugges
Publications: Form, Space and Vision, Graham Collier, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1965 Printmaking Today, Heller, Jules,, N.Y., Holt, Rinehart & Winston (section on mono printing) The Artists Handbook of Materials and Techniques, Ralph Mayer, 3rd ed., Viking Press Audio-Visual: Community: Library research	

s	Continued and Additional Suggested Learning Experiences
Collier, Cliffs, s,, N.Y., on on ls and .,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area

Subject

Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student will produce a composition using texture rubbings from man made and natural objects, with the idea of using as many different resources as possible to gain a finished composition. Affective: The student will show an awareness of the variety of textures in his environment by listing all of the resources that he used in his composition. Skills to be Learned Observational skills Skill in organization of composition Neatness Skill in selection of resources.	I. Student-Centered in class activity Begin with question A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by findi and listing some of the various textures, just in the classroom alone. Expand this to cover the school building. B. Explain the project, usi pencil, charcoal, chalk, etc. Do texture rubbing of interesting textural surfaces man made and natural. C. Demonstrate the project and explain that it will be basically an outdoor project. D. Create a composition by selecting interesting man made & natural textu

are not

er the earth Discipline Area Art

ly affect Subject Graphics (Texture Rubbings)

ons and quality Problem Orientation Use of Natural Resources Grade 9-12

	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity Begin with question A. What is texture? Where is it found? Discuss this briefly & start the students looking around, by finding and listing some of the various textures, just in the classroom alone. Expand this to cover the school building. B. Explain the project, using pencil, charcoal, chalk, etc. Do texture rubbings of interesting textural surfaces man made and natural. C. Demonstrate the project and explain that it will be basically an outdoor project. D. Create a composition by selecting interesting man made & natural textures.	II. Outside Resource and Community Activities A. Have students look for texture around the school building. B. Take a field trip or excursion outdoors to search for differe textures to use in texture rubbing composition.

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Rubbings of Maya Sculpture", Arts, 42:53, Nov. '67	
Audio-Visual: Kit #16 - Environmental Awareness, I-C-E RMC "Discovering Texture", B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404 "What is Texture?" B.F.A. "Texture Techniques", B.F.A.	
Community:	

laterials	Continued and Additional Suggested Learning Experienees
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edia	
90404 .A. B.F.A.	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area A Subject U Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: Students will demonstrate by weaving a sampler of their own design an awareness of the cultural value this art achieves. Affective: Students will show an awareness of the cultural, economic and social factors of the art of weaving through their completed work.	I. Student-Centered in class activity A. Students decide on the typ of weaving to be done. B. String the loom. C. Complete the project and take it off the loom.
Skills to be Learned Building & dressing a simple loom Learning the vocabulary of weaving Weaving techniques	

economic, social, and

tors determine status

es and attitudes

vironment.

Discipline Area Art

Subject Weaving

Problem Orientation Cultural Values Grade 9-12

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
ts will eaving a own ess of e this s will of the c and the rough ork.	I. Student-Centered in class activity A. Students decide on the type of weaving to be done. B. String the loom. C. Complete the project and take it off the loom.	II. Outside Resource and Community Activities A. Field trip to museum. B. Ask for display materials to be assembled and discussed. C. Contact a local weaver for a demonstration or lecture.
rned ng a bulary s		

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Weaving", Reinhold "Hand Weaving & Craftsman" magazine	
Audio-Visual: "How to make a simple loom & weave" Encyclopedia Britannica Educational Corp. 425 N. Michigan Chicago, Ill. 60611	
Community: Mrs. Karen Hagemeister % UWGB	

s	Continued and Additional Suggested Learning Experiences
ve" ional	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area: Art Subject: Grap / Mec Problem Orientation: c

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: Student will prepare a photograph using machine forms and natural objects to illustrate an underlying theme of mechanical domination over nature. Affective: The student will show an awareness of the machine and its dominance over nature by relating his print to this theme.	I. Student-Centered in class activity A. Initial experience - individual fieldtrips. 1. Junk yards 2. Dumps 3. Factories 4. Transportation a. Areas of heavy traffic b. Railroads c. Freeways d. Airports B. Individual fieldtrips to nature areas. 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests C. Instruct students to take pictures or sketch interesting objects and scenes to share. D. Students will collect objects for print. 1. Machine forms - gaskets, nuts, bolts, washers, etc. (cont.)
Skills to be Learned Observation Library skills Originality Developing ideas Neatness Imprinting techniques Self-evaluation Evaluation of other work	

nomic, social,
ctors determine
values and
his environment.

Discipline Area Art

Subject Graphic Printing

Problem Orientation Mechanical Domination of Nature Grade 9-12

IVES	SUGGESTED LEARNING EXPERIENCES	
ill and ying re. nt ss of e by o l s work	I. Student-Centered in class activity A. Initial experience - individual fieldtrips. 1. Junk yards 2. Dumps 3. Factories 4. Transportation a. Areas of heavy traffic b. Railroads c. Freeways d. Airports B. Individual fieldtrips to nature areas. 1. Forest & untouched areas 2. State & county parks 3. Wildlife refuge 4. In class movies on national parks & forests C. Instruct students to take pictures or sketch interesting objects and scenes to share. D. Students will collect objects for print. 1. Machine forms - gaskets, nuts, bolts, washers, etc. (cont.)	II. Outside Resource and Community Activities A. Explain the project more fully as far as the general theme is concerned. Try to get them to relate to what they have seen and felt on both excursions and to express it in a print. 1. Exhibit sketches and photographs, and exchange ideas in a group discussion. B. Show movies on pollution and conservation to further implant the idea in their minds of technological dominance of nature.

Resource and Reference Materials	Continued and Additional Suggested
Publications: "God's Own Junkyard", Peter Blake, Holt, Rinehart & Winston, N. Y. 1964 VF "Give Earth A Chance Series", I-C-E RMC 100 Wa Man & His Environment Interaction & Interdependence, I-C-E RMC 120 O Our Man-Made Environment, I-C-E RMC 150 La The Diligent Destroyers, I-C-E RMC Paper, Ink and Roller Printing for Beginners, Howard, George, N.Y. Crown Publishing, 1959 Gorbathy, Norman, Printmaking With a Spoon, O. S. Reinhold Pub. Co. Zaidenberg, Arthur, Prints & How to Make Them, N.Y. Harper & Row 1964 Audio-Visual: 16 mm. Film - All available from BAVI "National Parks: Our American Heritage" "Apostle Islands Region" "Glacier Park Studies" "Pollution is a Matter of Choice" "Conserving Our Wildlife Today" "Conservation & the Balance of Nature" "Conservation to Save Our Environment" Community:	I. (cont.) 2. Natural forms - weeds, flo leaves, bones, insects, et E. Demonstrate printing. F. Student printing. G. Class critique.

ials	Continued and Additional Suggested Learning Experiences
lake, . Y. s", nce, nt, s, ng e, How Row rom an hoice" day" of	I. (cont.) 2. Natural forms - weeds, flowers, sticks, pebbles, leaves, bones, insects, etc. E. Demonstrate printing. F. Student printing. G. Class critique.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social and political factors determine status of man's values and attitudes toward his environment.

Discipline Area _____

Subject _____

Problem Orientation _____

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Students will use machine forms and natural objects, cast in plaster of paris, & know the techniques of making a vacuum form print, with an underlying theme of mechanical domination over nature. Affective: The students will demonstrate an awareness of the machine and its dominance over nature by relating his print to this theme.	I. Student-Centered in class activity A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine & natural objects). B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition. C. The student will produce a vacuum form composition in the following way: 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine. 2. Follow set procedure for forming. 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea. 4. Critique finished vacuum form.
Skills to be Learned Observation Developing ideas Originality Vacuum forming Neatness Self-evaluation Evaluation of other work	

conomic, social and

ors determine

's values and

rd his environment.

Discipline Area Art

Subject Graphics

Problem Orientation Mechanical Domination of Nature Grade 9-12

CTIVES	SUGGESTED LEARNING EXPERIENCES	
s will nd st in know aking , with of ion dents n achine ver his e.	I. Student-Centered in class activity A. Project will begin with individual student field-trips after brief instructions of some of the things to be aware of (machine & natural objects). B. Have students collect natural and man-made objects. Have them show the objects they have collected and prompt them to relate their feelings to the class and in a vacuum form composition. C. The student will produce a vacuum form composition in the following way: 1. Place machine forms and plaster casts of natural objects on bed of vacuum form machine. 2. Follow set procedure for forming. 3. Possibly add magnetic lettering to produce ecology poster or to reinforce the basic idea. 4. Critique finished vacuum form.	II. Outside Resource and Community Activities A. Initial experience - individual fieldtrips for purposes of collection and observation. 1. Junk yards 2. Dumps 3. Factories 4. Service stations and garages B. Second experience - individual fieldtrip to natural areas for purposes of collection & observation. 1. Forests, fields, basically untouched areas 2. State, county & local parks 3. Wildlife refuges C. The student will collect objects for a vacuum form that are man-made. 1. Machine forms, bolts, gaskets, nuts, etc. 2. Natural forms, weeds (cont.)
ed		
r		

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Weber Vacuum Form Machines" John Weber Vacuum Form Co. Lincoln Illinois 62656 Write Ron Stokes, Head Art Dept. Manitowoc Public Schools Manitowoc, Wis. "God's Own Junkyard", 1964 Holt Rineholt & Winston Co., N.Y. Audio-Visual: Community: Junk yards Dumps Factories Service stations & garages Forests, fields, parks	II. (cont.) flowers, sticks, pebbles, leav etc. from which plaster casts

terials	Continued and Additional Suggested Learning Experiences
"	II. (cont.)
.	flowers, sticks, pebbles, leaves, bones, insects,
t Dept.	etc. from which plaster casts can be made.
Co., N.Y.	
s	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area: Art

Subject: Graphics

Problem Orientation: Land

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: The student will apply reduction woodcut principles in a print with this basic theme: Man's misuse of his land. Affective: The student accepts responsibility for the use of his land and environment by the basic ideas he portrays in this project.	I. Student-Centered in class activity A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples. B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually. C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or filmstrips on pollution or land use and misuse. D. Lecture on printing and demonstrate the technique of printing. (cont.)	II. Outsid Communi A. Stud the land B. Coll such C. Take wher junk eith indi loca D. Exhi disp loca esta
Skills to be Learned Observational skills Skill in printing technique Neatness Self-evaluation Library skills Skill in developing ideas Skill in sketching		

lity to manage, Discipline Area Art

ange his Subject Graphics (reduction woodcut)

Problem Orientation Land use Grade 9-12

S	SUGGESTED LEARNING EXPERIENCES	
t ic t y nd e ys h-	I. Student-Centered in class activity A. Begin this project with a problem for the student. Have them list all of the ways that they can think of in which man misuses the land he lives on. Have them sight local examples. B. Have the students bring their research to class for discussion and sharing of ideas. Discuss possible locations for field trips to view misuse of land or instruct them to do this individually. C. Encourage the students to react to the things they saw by producing a reduction woodcut with the theme of man's misuse of his land. The student's reactions could be further stimulated by showing movies or filmstrips on pollution or land use and misuse. D. Lecture on printing and demonstrate the technique of printing. (cont.)	II. Outside Resource and Community Activities A. Student must prepare a list of the ways that man misuses the land especially locally. B. Collect or take photographs of such places or events. C. Take a field trip to places where land is misused--dumps, junkyards, open pits, etc. either as a group or individually. Try to do this locally. D. Exhibition of prints in school disply areas and possibly locally at various business establishments.

Resource and Reference Materials	Continued and Additional Su
Publications: Printmaking Today, Jules Heller, Holt, Rinehart & Winston, Inc., N.Y. 170 "Conserving Our Waters & Cleaning Pe the Air," I-C-E RMC "Art in Woodcut," BFA Educational Media 2211 Michigan Ave. Santa Monica, Cal. 90404	II. (cont.) E. Critique the projects interpretations to ac

s	Continued and Additional Suggested Learning Experiences
N.Y. aning l Media Ave. Cal. 90404	II. (cont.) E. Critique the projects and compare the personal interpretations to actual things that were seen.

CONCEPT

C 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Art

Subject Grap E

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E	
Cognitive: The student will discuss environmental problems and will then choose an area that he believes needs changing. He will create a silk screen poster and sweat shirt to be used as a vehicle for change. Affective: The student will appreciate the fact that it is everyone's duty to help manage and change his environment by any means necessary. Skills to be Learned Observational skills Library skills Skill in developing ideas Skill in printing technique Neatness Self-Evaluation Evaluation of other work Originality	I. Student-Centered in class activity A. Begin this project with an assignment for the student. Have them brainstrom and write down all of the environmental problems that they can think of for purposes of class discussion. B. Discuss these problems and classify them into major problem areas or environmental concepts. C. Explain the project, and have the student choose an area to cover. D. Briefly cover posters in art history. Show slides, movies, filmstrips. E. Lecture on silk screen printing, show films, demonstrate technique. F. Have them print posters on tag board and then on sweatshirts or T-shirts. G. Class critique and select locations for posters.	II. Ou Com

manage,

Discipline Area Art

Subject Graphics (silk screen)

Problem Orientation Environmental Change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Begin this project with an assignment for the student. Have them brainstrom and write down all of the environmental problems that they can think of for purposes of class discussion.

B. Discuss these problems and classify them into major problem areas or environmental concepts.

C. Explain the project, and have the student choose an area to cover.

D. Briefly cover posters in art history. Show slides, movies, filmstrips.

E. Lecture on silk screen printing, show films, demonstrate technique.

F. Have them print posters on tag board and then on sweatshirts or T-shirts.

G. Class critique and select locations for posters.

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sug
Publications: Artist-Manual for Silk Screen Printmaking, Harry Shokler, N.Y., American Artists Group, 1946 Silk Screen Printing, Slernberg, Harry, N.Y., McGraw, 1942 Block & Silk Screen Printing, Ahlberg, G. and Jarnery J, G., N.Y., Sterling Publishing Co., Inc., 1961 Graphics, periodical on posters Posters, George F. Hoth, Davis Publications, Inc., Worcester, Mass. Audio-Visual: 16 mm. movies Basic Methods of Screen Process Printing BAVI Environmental Pollution..Our World in Crisis, Project I-C-E, RMC Silk Screen Series, (set of 6 super 8 filmloops) BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. Screen Process Printing, (series of 4 filmstrips) International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill Environment: What Can be Done, Life Educational Materials Center Community: Library Individual field trips People in the community view posters and sweatshirts.	

s	Continued and Additional Suggested Learning Experiences
int- rican lberg, ling ass. Printing ld in per 8 , , of e., ife ters	

CONCEPT	12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.	Discipline Area Art Subject Graphic Env Problem Orientation cha

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	
Cognitive: The student will make an ecology button which epitomizes his individual emotions and concerns for change after researching environmental problems. Affective: The student will assume responsibility to protect his as well as all other mens' rights where environmental problems are concerned.	I. Student-Centered in class activity A. The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment. B. The student will respond to these problems and will make an effort to change them through his own creative art work. C. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems. D. This project could possibly be integrated with an English assignment in slogan writing.	II. Outs Commu
Skills to be Learned Observational skills Skill in linoleum block printing Compositional skill Skill in developing good, creative and original ideas Neatness Good work habits Self evaluation	(cont.)	

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nd

violate

ers.

Discipline Area Art

Subject Graphics (linoleum block print)

Problem Orientation Environmental change Grade 9-12

SUGGESTED LEARNING EXPERIENCES

udent-Centered in class ivity

The students will begin this project by collecting photographs and setting up a bulletin board display of pollution problems in our environment. The student will respond to these problems and will make an effort to change them through his own creative art work. The student will design a propaganda button to be worn, the purpose being: To instill the idea of change upon the people around him and he will try to make people aware of their responsibility to other people, especially in their own local area when it comes to changing environmental problems. This project could possibly be integrated with an English assignment in slogan writing.

(cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials

Publications:

Linoleum Block Printing. Watson, Ernest W., Springfield, Mass., Milton Bradley Co., 1929

Printmaking Today, Heller, Jules, N.Y., Holt, Rinehart & Winston, Inc., 1972

Block Printing Craft, Petty, Raymond W., Peoria, Ill., The Mannual Arts Press, 1938

OF Give Earth a Chance Series, I-C-E, RMC

150 The Diligent Destroyers, I-C-E, LA RMC

Audio-Visual:

Basic Reproduction Process in the Graphic Arts, BAVI

Pollution is a Matter of Choice, BAVI

Conservation To Save Our Environment, BAVI

Conservation and the Balance of Nature, BAVI

Conserving Our Wildlife Today, BAVI

Continued and Additional

I. (cont.)

E. Lecture on printing printing.

Continued and Additional Suggested Learning Experiences
I. (cont.) E. Lecture on printing and demonstrate technique of printing.

CONCEPT

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life proces

Discipl
Subject
Problem

BEHAVIORAL OBJECTIVES	SU
Cognitive: The students evaluate their series of pictures as to their aesthetic aspects. Affective: The student will attempt to identify aesthetic characteristics of photographs.	I. Student-Centered activity A. Teacher demonst lapse photograph some A.V. means photos, etc.). B. Discussion of ma above. Problems that will be inv C. Through small gr and individually lists, students for possible sub demonstrate sun an aesthetically image. (Possible Direct 1. Student recor development spaced photos period of tim 2. Recording of to differing 3. Recording of over school y 4. Effect of sun of man for a D. Follow up photo critiques that to make value ju
Skills to be Learned Proper spacing of frames in terms of subject development and/or change Selection of subject in aesthetic terms Establishing aesthetic criteria	

he basic converted sis into a n use for life processes.

Discipline Area Art

Subject Photography

Problem Orientation Effects of Sun Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Teacher demonstrates time lapse photography through some A.V. means (films, photos, etc.).

B. Discussion of material used above. Problems and techniques that will be involved.

C. Through small group discussion and individually developed lists, students develop ideas for possible subjects that demonstrate sun energy within an aesthetically conceived image.
(Possible Directions)
1. Student records plant development through evenly spaced photos over a period of time.
2. Recording of plant reactions to differing light conditions.
3. Recording of changes in tree over school year.
4. Effect of sun on activities of man for a day, week, month.

D. Follow up photo series with critiques that require students to make value judgments (cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Addit
Publications: 110 Th Energy Sources, (Student Manual & Teacher's Guide) I-C-E RMC 110 Ph Photography for Kids, I-C-E RMC Photography: A Key to Learning, A.V. Inst. 14:66-7, N '69 Audio-Visual: Walt Disney film catalogue for films on various plant reactions, I-C-E RMC Community: Local camera suppliers Professional photographer	I. (cont.) concerning which environmental co considerations. 1. Can the two i

ntinued and Additional Suggested Learning Experiences

(cont.)
concerning which photos best demonstrate environmental concepts against aesthetic considerations.

1. Can the two ideas be brought together? How?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Art

Subject Pho

Problem Orientation C

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Through a photographic essay & discussion, the student will distinguish between past design and carrying capacity and present design and carrying capacity. Affective: The student attempts to identify direct relationship between past & present design to carrying capacity.	I. Student-Centered in class activity A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area. B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possibl verify the points brought up in class. C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past. D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)
Skills to be Learned Choosing camera angles and compositions that will supply either the greatest amount of information or supply the necessary information in the best manner possible. Observational skills Photographic techniques	

niting Discipline Area Art

ing Subject Photography

ach Problem Orientation Carrying Capacity Grade 9-12

city.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Through class discussion, develop lists of buildings and/or structures ie. bridges, cobblestone streets, patterned sidewalks, fountains that represent the past in the local area.

B. Discuss what it is about these structures that make them unique from more modern counterparts. Follow this discussion with onsite inspection of as many as possible verify the points brought up in class.

C. A visit to a local museum at this time might serve to enlarge the students' view of the local area as it existed in the past.

D. Students collect old photos of local areas, such as downtown areas--take new photographs of areas from same angles (as near as possible) as indicated by old photos. Visually compare changes (in carrying capacity.) (Cont.)

II. Outside Resource and Community Activities

A. Local library or newspaper, family photo albums for old photos.

Resource and Reference Materials	Continued and Additional Sugges
Publications: Young Photographers, Camera 48; 5-28, 30-4, August, 1969 Living City, Frank Lloyd Wright Pictures that might help us think about ways to make Architecture, M. Holzman, il. Arch. Rec. 148:134-7, October, 1970 Dennis Hopper's America, H. Hopkin, il. Art in America, 59:86-91, May, 1971 Audio-Visual: Architecture and Urban Planning, Art and the Environment, Milwaukee Art Center. Films from BAVI: Art of Seeing, No. 5733 Eye of an Artist, No. 1783 Photographer, No. 1671 Photography for Everyone, No. 2354 Community: historical sites museums	I. (Cont.) E. Discuss how change in de decreased the carrying c F. Discuss: Is there inform because of the angles an the photos? G. Follow up by rephotograp angles. (Back and side v elevated or aerial views Sources That supply a (Is design carried throu controlling function or design?) Are doors, wind greater or lesser advant

ls	Continued and Additional Suggested Learning Experiences
;	I. (Cont.) E. Discuss how change in design has increased or decreased the carrying capacity. F. Discuss: Is there information not revealed because of the angles and/or composition of the photos? G. Follow up by rephotographing area from other angles. (Back and side views of structures, elevated or aerial views, interior vs. exterior). Sources That supply additional information. (Is design carried through? Is design controlling function or has function dictated design?) Are doors, windows, etc. placed to greater or lesser advantage?
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g, cee	
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Area Art

Subject Photo

Problem Orientation Wat

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student illustrates through a photo essay that an adequate supply of pure water is essential for life. Affective: Desires to develop in other people a more conscious attitude toward the necessity of water to sustain life. Skills to be Learned Students learn darkroom procedures and importance of quality control	I. Student-Centered in class activity A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water. Suggested discussion questions: 1. How do these waters vary in quality? 2. Are some more or less desirable for use in photography? B. Instructor may suggest students research these questions. Other possible research questions: 1. What types of waters are required in chemical formulations in photography? 2. What role does water play in photography? 3. How would foreign material that may be present in water affect the results of your images? (Cont.)

of pure

life.

Discipline Area Art

Subject Photography

Problem Orientation Water Supply Grade 9-12

CS	SUGGESTED LEARNING EXPERIENCES	
noto a	I. Student-Centered in class activity A. Teacher initiates student discussion of water purity by presenting examples of various waters found locally: ie. spring, and distilled water bought in local store, tap water, rain/snow water, lake and/or river water, swamp water. Suggested discussion questions: 1. How do these waters vary in quality? 2. Are some more or less desirable for use in photography? B. Instructor may suggest students research these questions. Other possible research questions: 1. What types of waters are required in chemical formulations in photography? 2. What role does water play in photography? 3. How would foreign material that may be present in water affect the results of your images? (Cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggest
Publications: Photography for Kids, I-C-E RMC Conserving Our Waters & Cleaning the Air, teacher guide and student manual, I-C-E RMC Audio-Visual: Photography for Everyone, BAVI Community: local camera suppliers	I. (Cont.) C. Follow-up Understanding the importan terms of darkroom procedur point for water quality, a essay of pure water as a r survival.

terials	Continued and Additional Suggested Learning Experiences
-E RMC learning student	I. (Cont.) C. Follow-up Understanding the importance of good water in terms of darkroom procedure may provide a kickoff point for water quality, a subject of a photo essay of pure water as a requirement for man's survival.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.	Discipline Area Subject Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Through the project, the student will illustrate the implications of varying atmospheric conditions on subject matter. Affective: Acquaint self with the effect of atmospheric conditions on subject matter.	I. Student-Centered in class activity A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussio of atmospheric conditions. B. Art instructor, with AV materials illustrates atmo pheric conditions as subje in art examples found in impressionism, expression- ism, surrealism. C. Small groups explore answe to such questions as: 1. What sort of subjects are affected by the atmosphere? 2. What are unique condi- tions of local area that need to be consi- dered? D. Students choose subjects t photograph under as many varying conditions as pos- sible, i.e. sunrise, sunset mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activiti
Skills to be Learned Use of equipment under varying conditions of light (Use of light meter) Selection of film in terms of speed Relationship of film speed, shutter speed, and aperture to each other.	

lean air is

anisms depend

tion, to

r food.

Discipline Area Art

Subject Photography

Problem Orientation Clean Air Grade 9-12

	SUGGESTED LEARNING EXPERIENCES	
th n-	I. Student-Centered in class activity A. Art instructor or outside resource person such as science teacher, or local meteorologist, etc. leads student group in discussion of atmospheric conditions. B. Art instructor, with AV materials illustrates atmospheric conditions as subject in art examples found in impressionism, expressionism, surrealism. C. Small groups explore answers to such questions as: 1. What sort of subjects are affected by the atmosphere? 2. What are unique conditions of local area that need to be considered? D. Students choose subjects to photograph under as many varying conditions as possible, i.e. sunrise, sunset, mid-day, rain, fog, smog, etc. (subjects could be as varied as plant life, buildings, human activities. (Cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional S
Publications: Photography for Kids, I-C-E RMC Conserving Our Waters and Cleaning the Air, teacher guide and student manual, I-C-E RMC	I. (Cont.) E. Compare results with painters and/or othe of subject affected
Audio-Visual: "Modern Art - Renoir", FS 21, I-C-E RMC	
Community:	

	Continued and Additional Suggested Learning Experiences
g	I. (Cont.) E. Compare results with those of impressionist painters and/or other works. How are moods of subject affected by varying conditions?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

6, Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Art

Subject Photogr

Problem Orientation Desi

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	II.
Cognitive: Student applies a natural design in planning a decoration in his own choice of media. Affective; Student shows an awareness of abstract possibilities to be found in his environment. Skills to be Learned 1. Development of criteria for locating good design in nature. 2. Organizing & relating 3. Observational skills	I. Student-Centered in class activity A. Using small group or round table discussion groups develop a list of natural resources that are found locally. B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas. C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils. D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)	

rces are not equally

the earth or Discipline Area Art

atly affect Subject Photography

nditions and quality Problem Orientation Design in Nature Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
pplies plann- his hows ract found	I. Student-Centered in class activity A. Using small group or round table discussion groups develop a list of natural resources that are found locally. B. A field trip into school yard and/or surrounding area before and during the development of lists and viewing of filmstrips that demonstrate design in nature to expand the student ideas. C. Working from this list, have students photograph them in such a way as to emphasize any natural element of design ie, patterns in leaves, grains, bark, ore deposits, fossils. D. Discuss how these designs differ from those in resources not found naturally in local area. Use photos as basis for (Con't)	II. Outside Resource and Community Activities
iteria ting lls		

Resource and Reference Materials	Continued and Additional Suggeste
Publications: Design in Nature, Vivian Guyler Davis Pub, Worcester, Mass. Camera 48: 6-17 N'69 Exploring Visual Order with Photography, Architecture Canada 46;21 D'69 Photography for Kids I-C-E RMC Audio-Visual: Flowers and Bees A Springtime Story, 11 min. BAVI 7476 Rainshower, 15 min. 0576 BAVI Searching Eye, 18 min 7535 BAVI Community: Biology room Museum displays Woods, swamps Stone quarry	

terials	Continued and Additional Suggested Learning Experiences
Guyler s. th E time BAVI 5 BAVI	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area: Art Subject: Photograph Problem Orientation: Natural B Distrubed of the Envir

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student will predict the consequences of cultural, economic, social and political factors on the environment. Affective: The student will aquaint himself with the consequences of unacceptable factors on the environment.	I. Student-Centered in class activity A. Teacher introduces concept of natural beauty using A.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.). B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors. C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site. D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor. E. Have students take or collect photos of these areas. (cont.)	II. O Co
Skills to be Learned Photo collage techniques Observation		

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ermine status

ttitudes

nt.

Discipline Area Art

Subject Photography

Problem Orientation Natural Beauty vs Distrubed areas of the Environment

Grade 9-12

S	SUGGESTED LEARNING EXPERIENCES	
ill s of al n th s	I. Student-Centered in class activity A. Teacher introduces concept of natural beauty using A.V. materials that illustrate concept in local area (travel brochures, etc. from Chamber of Commerce, photos of area from local newspapers, etc.). B. Have students brainstorm about local area and the places they are familiar with in terms of social, economic, cultural and political factors. C. Take a field trip to an undisturbed area. Discuss the area and its unique qualities while at the site. D. Take a field trip to an area where natural beauty has been disturbed and/or destroyed due to cultural, social, economic and political factors, or just one factor. E. Have students take or collect photos of these areas. (cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and
Publications: Door County National Beauty Council Publications "Kettenberger: the Woods," O. Kettenberger, il. Camera 48:6-11 O '69 Camera (Eng. Edition), International magazine for Photography and Anematography Camera c/o Ralph Baum Modernage Photo Services 319 E. 44th St. New York, N.Y. 10017 "Discovers Through Photography", R. Plumb, School Arts, 69:16-20 D. '69 "Community: Photographic Essays", il., Camera, 49:3-45, March '70	I. (cont.) F. Working cultura have th invisio removed made co G. Have st retains economi from an billboa Images student Variati
Audio-Visual:	
Community:	

rce and Reference Materials	Continued and Additional Suggested Learning E
tions: ounty National Beauty il Publications berger: the Woods," ttenberger, il. Camera 11 O '69 (Eng. Edition), International ne for Photography and ography c/o Ralph Baum nage Photo Services 44th St. rk, N.Y. 10017 ers Through Photography", umb, School Arts, 69:16-20 9 nity: Photographic Essays", Camera, 49:3-45, March '70 Visual: ity:	I. (cont.) F. Working from photos of areas that show cultural, economic, social and politica have the students do drawings of area a invision it would appear with these ele removed or how these elements could at made compatible. G. Have students photograph local area tha retains its natural beauty and is untou economic, political and social interest from an 8x10 enlargement, students supe billboards, buildings, roads, etc. into Images could come from other photos tha students have taken or from magazines, Variation: Small snapshots might be pr opaque projector into large proceed from there.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Art

Subject Comm

Problem Orientation Un

Product Due to I

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will produce a unique communication pertaining to the promotion of a natural resource. Affective: The student will acquaint self with local natural resources. Skills to be Learned Skill in developing ideas Skill in package design Observational skills	I. Student-Centered in class activity A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource. B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource. C. From these dicussions student is to choose a locally produced product as a basis for an advertisement. D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisment in a manner (Con't)

s are not equally

e earth or over

fect the geographic

lity of life.

Discipline Area Art

Subject Commercial Art

Problem Orientation Uniqueness of Product Due to Local Resource

Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
t ing nt th es.	I. Student-Centered in class activity A. Using large group discussion, establish ideas as to what, when and how something would be defined as a natural resource. B. Using an outside resource person such as president of local Chamber of Commerce carry discussion in the specific natural resources of the local area and the industries that are present in the area because of the resource. C. From these dicussions student is to choose a locally produced product as a basis for an advertisement. D. Following the idea that this is a problem of local orientation, the student is to prepare his advertisment in a manner (Con't)	II. Outside Resource and Community Activities
deas gn		

Resource and Reference Materials	Continued and Additional Sugges
Publications: Pioneers of Modern Typography, Design No. 253: 117 Jan. '70 Fifty/Five: Effective Print Advertisments & TV Commercials Industrial Design 17: 78-9 June '70 Design & Art Direction, Graphis 25 No. 143: 214-29 '69-70 Audio-Visual: Using Community Resources, Film 240 (ESA 9 City & Its Region 5893 BAVI 1327 University Ave. P.O. Box 2093 Madison, Wis. 53701 Community: Chamber of Commerce Local newspaper Local commercial artist	(Con't from I. D.) needed to produce it in a local theme of the advertisment shoul uniqueness of the product due t resource base and production in locally produced goods"

als	Continued and Additional Suggested Learning Experiences
	(Con't from I. D.) needed to produce it in a local newspaper. The theme of the advertisment should emphasize the uniqueness of the product due to the locality of the resource base and production in other words "buy locally produced goods"
9-70	

ESEA Title III - 59-70-0135-2 Project I-C-E

C C N C E P T	7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.	Discipline Area Subject Problem Crienta
BEHAVIORAL OBJECTIVES		SUGGESTED LI
Cognitive: The student will derive a set of relations between principles of communication and factors influencing environmental change. Affective: The student develops a plan of letter style/word relationships.		I. Student-Centered in class activity A. Split class into two grou one represents leisure ti the other non-leisure tim Cne group suggests a word relates to its type of ti as quickly as possible (5 seconds) the second group ters with a word of its o Play ends when it takes m than 15 seconds for one g to respond--the session c be taped or words transcr by instructor. B. From the lists of words ol tained above, each studen chooses several words fro type of time. C. Then working in small grou of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazin etc. D. Through discussion and research in the small grou each student is to come to decision as to what type o lettering style best fits each of the words his has chosen (Cont.)
Skills to be Learned Lettering technique Skill in developing ideas Quick thinking Observational skill		

ng trans-

s, popula-

isure time

nges in land
density.

Discipline Area Art

Subject Commercial Art

Problem Orientation Lettering Styles Grade 9-12

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Split class into two groups--one represents leisure time, the other non-leisure time. One group suggests a word that relates to its type of time--as quickly as possible (5-10 seconds) the second group counters with a word of its own. Play ends when it takes more than 15 seconds for one group to respond--the session could be taped or words transcribed by instructor.

B. From the lists of words obtained above, each student chooses several words from each type of time.

C. Then working in small groups of 3-4, students research lettering styles--history of alphabet, type style, books, newspapers, magazines, etc.

D. Through discussion and research in the small group, each student is to come to a decision as to what type of lettering style best fits each of the words his has chosen (Cont.)

II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: Donald Jackson, Calligrapher & Illuminator, American Artist, 34:17-23, May, 1970 Speedball Lettering Handbook, Hunt Manufacturing Co. 1405 Locust Street Philadelphia, Penn. 19102 Audio-Visual: "The Alphabet of Art", B. F. A. Community: newspaper office printing firms	

	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area	A
	Subject	C E
	Problem Orientation	

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will be able to appraise the environmental impact of billboards. Affective: The student deliberately examines the variety of consequences of billboards on our environment.	I. Student-Centered in class activity A. Large group discussion of billboards in local area. 1. What purpose do billboards serve? 2. Who sees them? 3. Where are they located? 4. Are there alternatives? B. Field trip to areas of heavy billboard population. 1. Verify points brought out in discussion. C. Pop art influences may be a point of departure at this time. D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of suc a sign improve the existing situation?" E. After choosing his problems the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environmen and still retains the expos (cont.)
Skills to be Learned Design techniques Developing & justifying ideas	

nomic, social, and

s determine status

and attitudes

onment.

Discipline Area Art

Subject Commercial Art

Problem Orientation Environmental Impact of Billboards Grade 9-12

TIVES	SUGGESTED LEARNING EXPERIENCES	
ent raise mpact ent es equences r	I. Student-Centered in class activity A. Large group discussion of billboards in local area. 1. What purpose do billboards serve? 2. Who sees them? 3. Where are they located? 4. Are there alternatives? B. Field trip to areas of heavy billboard population. 1. Verify points brought out in discussion. C. Pop art influences may be a point of departure at this time. D. The students should search out an existing billboard with this question having been posed to him, "Can design and placement of such a sign improve the existing situation?" E. After choosing his problems, the student is to redesign the sign and theoretically replace it in a location which no longer infringes upon the natural environment and still retains the exposure (cont.)	II. Outside Resource and Community Activities
d ying		

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: Graphics; International Journal of Graphic and Applied Art	I. (cont.) the advertiser paid for. F. The student is to justify his de by comparison with the real exis a presentation to the class.
Audio-Visual: "Using Community Resources" Film 240 I-C-E RMC "Poster" B.F.A. Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404	
Community:	

	Continued and Additional Suggested Learning Experiences
	I. (cont.) the advertiser paid for. F. The student is to justify his design and placement by comparison with the real existing situation in a presentation to the class.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orientatic

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: The student will construct a reusable package design to illustrate how man can manipulate his environment. Affective: The student realizes packages, etc. are reusable due to their design.	I. Student-Centered in clas activity A. Students are instructe collect as many exampl packages that are made be used once and then away. B. In small groups, stude compare and discuss ho they differ from reusa containers. Compare th similarities. 1. How many are recycl 2. How many could be? 3. What design changes would be necessary? C. Student is to select a throw-away and redesig it so that it becomes a reusable.
Skills to be Learned Observation Container design Developing ideas	

ability to manage,

d change his

Discipline Area Art

Subject Commercial Art

Problem Orientation Recycling Grade 9-12

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
udent will ble illustrate ulate his udent . etc. o their ned	I. Student-Centered in class activity A. Students are instructed to collect as many examples of packages that are made to be used once and then thrown away. B. In small groups, students compare and discuss how they differ from reusable containers. Compare the similarities. 1. How many are recycled? 2. How many could be? 3. What design changes would be necessary? C. Student is to select a throw-away and redesign it so that it becomes a reusable.	II. Outside Resource and Community Activities A. Field trips to local stores to review how various containers and/or packages are displayed or used could provide valuable information.

Resource and Reference Materials	Continued and Additional Sugg
Publications: "Technology: good servant or errant monster?", Design, No. 250:54-9, Oct. '69 "What is a designer: education & practice", Design, No. 253:117, Jan. '70	
Audio-Visual:	
Community: Local stores and industries	

erials	Continued and Additional Suggested Learning Experiences
r ion	

PROJECT I-C-E Episode Evaluation Form (Reproduce or

Please fill in:
Subject: _____ _____

Grade: _____

Concept No. Used: _____

In commenting on each episode used form. Feel free to adapt it and add your critiques and comments - negativ hand column, please rate (poor, good, make specific comments or suggestions vided to help us make this a more usa

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Materials (specific suggestions & comments)

-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

-havioral Objectives
Cognitive:

Affective:

-ills Developed

-ggested Learning Experiences
In Class:

Outside & Community Activities:

-ggested Resource & Reference Materials
-pecific suggestions & comments)

Project I-C-E
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